DOCUMENT RESUME

ED 171 686 SP 014 322

TITLE	Critical Moments in Teaching (Series of 15 Films). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Asscciation, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Educaticn (DHEW), Washington, D.C.
PUB DATE	76
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; Classroom Envircnment; *Educational Problems; Elementary Secondary Education; *Inservice Teacher Education; Instructional Films; *Instructional Materials; Role Playing; *Student Motivation; Teacher Improvement; Testing; Validated Programs

ABSTRACT

The instructional materials for inservice teacher education that are described here focus on demonstrating classroom problems in motivation, achievement, ard testing. Emphasis is placed cn understanding through discussion, problem-solving, and role-playing. This descriptive report provides additicnal information on the purposes and content of the prcgram as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED171686

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: CRITICAL MOMENTS IN TEACHING (series of 15 films)

Publication Date(s): 1970

Intended Users: Teachers, preservice and inservice, who are concerned with common teaching problems

Grade Level(s): Elementary and secondary school

Number: Individual or group

Primary Focus: The film episodes focus on demonstrating classroom (and related)problems in motivation, achievement, and testing. Emphasis is placed on understanding through discussion, problem-solving, and role-playing.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

School subject(s) and/or inservice topic(s) covered:

School/classroom situations depicted apply to a variety of school subjects. The main inservice content involves problems with student motivation, achievement, and learning problems, cheating, parent counseling, and tests and grading. A bibliography of background reading is provided for each film.

What participant does in using the materials:

The participant views the films, works on responses to discussion questions, discusses problems with others, and does some role-playing. Interaction analysis and sociometric activities are briefly introduced.

Resources: The materials and personnel required for this program include

Fifteen 16mm color/sound films, ranging in length from 8-1/2 minutes to 12 minutes, and a "Guide for Independent Discussion and Study comprise the series. The "Guide" implies that these films should be presented by an instructor as part of a preservice or inservice course on teaching or educational psychology.

Describer critique:

For best results the films should be presented in a course format by a qualified instructor who will guide participant study and discussion.

CM8 (ASG) (M)(Sci)(SE) (ELA) TD
(CM) - parental involvement - student responsibility

SP014322

1.0 PURPOSES:

The developers of this film series on classroom problems have the assumption: "It is in the attempt to interpret and understand student and teacher behavior that concepts and theory are most effectively learned. In turn, the relevance of these concepts is most clearly seen when . . . they are used in interpretation and problem-solving. This continuous interplay between theoretical concepts and the 'reality' of classroom behavior should mark the education of a teacher from the beginning of his professional preparation."

No separate statement of goals or objectives is made, but in the editor's introduction, "To The Instructor," the following statements are made: It is the purpose of this series to "provide the student with guided experience in analyzing and interpreting teaching problems and in formulating solutions to these problems."

"The ultimate point of each film is to confront the student with a difficulty that he himself must resolve . . . " by understanding relevant concepts and principles drawn from several psychological perspectives, and bringing these to bear on the problems.

An attempt is made "to establish some more general attitudes towards complex problem-solving . . . " especially "the disposition to accept the hypothetical nature of solutions to problems . . . " but this should not "lead to a disinclination to generate solutions and act upon them . . ." and modify actions when results indicate, etc.

2.0 CONTENT — Scope and Sequencing of Topics:

Each of the 15 films in this series presents a problem situation for discussion. The content of the guide accompanying films 1, 4, and 5 contains additional tools for the participant. For films 5, 6, 9 through 12, and film 16, portions of a student's cumulative record are reproduced in the guide. The guide also contains a short bibliography to accompany each film. Grouped under headings such as Teaching Goals, Motivation, Teacher Leadership, Maturation and Development, Curriculum Planning, discussion questions for each film are provided. (Films below marked with asterisks (*) are available for review.)

PART I The Act of Teaching

*Film 1: "Walls" - Introduction to analysis of classroom interactions using Flanders categories and a checklist. The film shows a high school teacher trying to encourage pupil initiative and responsibility (10 minutes).

*Film 2: "Less Far Than The Arrow" - Shows a high school English class in which many students do not share the teacher's interest in poetry (8 minutes).

Film 3: "The Day The Insects Took Over" - Shows a class discussion veering off the teacher's intended topic (10 minutes).

PART II Students in Difficulty: Academic

Film 4: "Welcome to the Third Grade" - Sociometric analysis of social status and relationships in a classroom. The film shows a teacher confronted with a child who will be repeating the third grade (12 minutes).

*Film 5: "What Do I Know About Benny?" - Teacher self-assessment of skill in counseling with a parent in a simulated setting. The film shows the teacher trying to explain to a parent why her child has not done well in school on the basis of the child's cumulative record (10 minutes).

PART III Students in Difficulty: Personal

*Film 6: "I Walk Away in the Rain" - A bright high school student is shown who is not interested in doing any more than "getting by" in biology (11 minutes).

*Film 7: "A Child Who Cheats" - A teacher suspects that a fourth-grade girl has cheated on a geography test (10 minutes).

Film 8: "The Poetry in Paul" - A high school student suddenly turns in better writing, but it was done in earlier years by his brother (9-1/2 minutes).

*Film 9:: "Image in a Mirror" - A sixth-grade girl thinks poorly of her ability in spite of good grades (8-1/2 minutes).

Film 10: "Give Me Instead a Catastrophe" - A student tests poorly and is unable to work under pressure (10-1/2 minutes).

Film 11: "Some Courses Don't Count" - Chris prefers a shop course to one in math which has been suggested to strengthen his college preparation (9-1/2 minutes).

PART IV Cultural Conflict, Controversy, and Grading

*Film 12: "The First and Fundamental R" - A low SES, racially mixed class has trouble learning to read (12 minutes).

*Film 13: "Tense: Imperfect" - A Spanish teacher of culturally deprived students is very critical of a boy who is trying hard (12 minutes).

Film 14: "Just a Simple Misunderstanding" - Parents react to student report on teacher comments in the classroom (11 minutes).

*Film 15: "Report Card" - A beginning teacher gives her class better grades, and on a different basis than others in a junior high school (12 minutes).

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Participants view the films, respond in writing to questions, and discuss the depicted problems and their possible solutions. Some questions refer to items in the bibliography, which could be read either ahead of time or after viewing each film. Some role playing in counseling with students and parents is suggested.

3.2 Help given in use of product:

The film series provides fifteen 16mm sound/color films, ranging in length from 8-1/2 to 12 minutes, a Discussion Guide (166 pages) and small inserts for the covers of the film cans.

A "Guide for Independent Study and Discussion" contains questions for use with each film.

An Instructor's Manual is mentioned in the preface, but was not available from the distributor.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

No means for evaluating teacher learning is provided by the distributor, but evaluation measures could be developed by the users.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

A sound film projector and viewing room are required for program implementation. The Guide implies that the films should be presented by a qualified instructor in the context of an inservice course. A minimum of 15 hours viewing and study time is required for all 15 films.

5.2 Distributor name/address:

Bailey Films Associates (BFA)
2211 Michigan Avenue
Santa Monica, California 90404
(213) 829-2901

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
CRITICAL MOMENTS IN TEACHING Series of 15 films				
Film #				
1 - Walls	$140	$11	1	yes
2- Less far than the Arrow	110	9	1	yes
3- The Day the Insects Took Over	140	11	1	yes
4- Welcome to the Third Grade	170	14	1	yes
5- What Do I Know About Denny?	140	11	1	yes
6- I Walk Away in the Rain	145	12	1	yes
7- A Child Who Cheats	140	11	1	yes
8- The Poetry in Paul	130	10	1	yes
9- Image In a Mirror	120	10	1	yes
10- Give Me Instead a Catastrophe	140	11	1	yes
11- Some Courses Don't Count	130	14	1	yes
12- The First and Fundamental R	170	14	1	yes
13- Tense - Imperfect	170	12	1	yes
14- A Simple Misunderstanding	150	14	1	yes
15- Report Card	170	no	1	yes

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The series was developed by a project of the Inter-University Film Group. Project directors were David Gliessman and Don G. Williams. Gliessman edited the Guide.

The films were produced by Holt, Rinehart and Winston.

6.2 How developed and when:

The films are dated 1968 and the Guide (third edition) 1970.

The distributor states: "The development of the first five films was supported by [an IDEA] Title VII contract with the U.S. Office of Education. Details of this planning and development work are given in the Instructor's Manual to accompany the series."

The films were field-tested in 19 teacher training institutions and among teachers in 10 school districts. Among those 19 institutions were the universities of Indiana, Missouri, Colorado, Purdue and Maryland.

6.3 Evidence of effectiveness with users:

The documented reports from the field-tests conducted are available in Final Report on Contract #OE 4-16-017 and Final Report on Contract #OE5-16-007. (Both are with the U.S. Office of Education).

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

If introduced by a competent instructor, these films and Guide seem appropriate for use with preservice and inservice teachers.

The films are technically satisfactory on all points--acting, editing, sound, and picture quality.

Content accuracy/social fairness/community acceptance issues:

Most students and teachers depicted are white, except for those in "The First and Fundamental R" which shows a racially mixed group and a black teacher.

Overall summary/comment:

The problems presented in these films should be relevant to many school settings. However, few solutions are offered, and since the questions raised in the Guide are open ended and often require background reading to deal with them, the films would be most effective when presented in a course-type format by a knowledgeable instructor who will guide discussion and study.